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AUTHOR Sakiyama, Narumi
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ABSTRACT

Japanese industrialization started later than in other countries and thus relied at first on foreign-trained persons. Soon, however, Japanese companies began systems of in-house training for their employees. Eventually, some companies paid tuition for their employees to attend night schools at educational institutions and even to study abroad. After World War II, increasing democratization led to a rise in labor unions and the beginning of such employment practices as lifetime commitment, seniority pay, recruitment of school leavers, internal promotion, and job rotation. The Korean War increased investment for industrial production as well as the need for skilled workers. Employers and educational institutions stepped up training efforts. These efforts contributed to the growth of the Japanese economy until the first oil crisis of 1973, when emphasis was shifted toward labor-management cooperation and energy conservation. Today, industrial and employment structures are changing rapidly due to technological advances, increased services, and internationalization. To date, in-house training has emphasized training workers for immediate use. Although this approach will still be needed, education that passes along the drive of corporate expertise is also necessary. The need for continuing education necessitates joint industry-education efforts and improved community-level facilities. (KC)

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ADB-APSDEP-JAPAN REGIONAL WORKSHOP ON
TECHNICAL AND VOCATIONAL TEACHER TRAINING

COUNTRY PAPER - JAPAN (Employers')

Narumi Sakiyama
Japan Federation of Employers' Associations
(NIKKEIREN)

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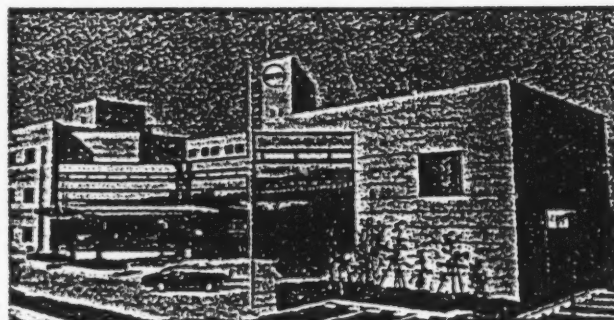


APSDEP



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REGIONAL WORKSHOP
ON
TECHNICAL/VOCATIONAL TEACHER TRAINING
(11-22 May 1987 : Chiba City, Japan)



Organized by the Asian Development Bank, Manila, Philippines in association with the Asian and Pacific Skill Development Programme (APSDEP) and the Government of Japan

I. INTRODUCTION

This paper has been prepared to provide the participants in the Workshop with a few background information in brief on the personnel development endeavors within private sector enterprises in Japan. This paper will not deal with any specific topics enumerated by the resource persons and experts assigned to the Workshop.

In this introductory chapter, let me start with a few remarks, namely:

Japanese industrialisation started later than other industrialised countries. Technological gap during the late 19th century between Japan and other industrialised countries was not unfillable distance owing to the technologies already attained during the previous years of Edo era (1600-1867). Industrialisation was initiated by the government, thus, educated and disciplined persons by the universities joined to the activities conducted by the enterprises. Initial capital was enough there to acquire foreign technologies but not enough to maintain, develop and import additional technologies.

Since vocational and technical training institutions were not readily available to industries, there was no other way than to create educational and training facilities within enterprises. There was preference on the side of employers to recruit only fresh school leavers, though traditional technically skillful personnel were available in open labour market. Labour market system was not actually developed to meet the immediate demands of employers.

There was a central problem for every industrial enterprise in Japan. It rooted in two sets of conflicting relationships: (i) between the purposes of shareholders and those of managers and workers concerned with profit and wages respectively, and (ii) between purposes of enterprise established to maximise return on investment and those of society concerned with creation of greater wealth through maximum production at minimum cost.

In providing common purpose of enterprise consistent with the purpose of society, two facts played important role: the economic reality of Japan; in the absence of natural resources it made imperative to depend on the wealth created in production for survival and growth, and "family" ideology which assumed after the first sign of labour unrest in the early 20th century - a wholesome integration of employees into industrial society, thereby adding an important human factor. Japan's lifetime commitment and seniority pay were introduced to guarantee an equitable distribution of the limited resources for providing human needs of employees for

their security and integrity.

In order for wealth distribution to be thus guaranteed, the creation of wealth had to come foremost imperative of enterprise. Moreover, organic relationship between enterprise and its essential members (shareholders, managers and employees) was to be meaningfully established and maintained, it became necessary to provide a common measure of enterprise performance which included rewards for both employees and shareholders in order to maintain the organism of industrial enterprise. Education and training within enterprise played also an important role to establish and maintain this organism.

II. VOCATIONAL/TECHNICAL TRAINING ACTIVITIES BY EMPLOYERS

As discussed in the previous chapter, there was a need for developing organisational men in modern enterprises, thus human development aspect was emphasised in the training activities within enterprise. University graduates were recruited by the private enterprises and they received substantial degree of authority delegation in order to organise modern enterprises and to develop required personnel from top to lower management and workers. Business leaders of financial families instituted vocational schools in the field of commerce not only within but also outside of their enterprises.

One of the pioneering examples is Shuei-sha, printing company established in 1872. The company established vocational school within enterprise. Management introduced 8 hours a day work hour system, workers saving system and supplemented with the company's expenses, summer vacation system and health services. Graduates from this vocational school organised their own alumni association. Some of them became independent entrepreneurs.

Hitachi Shipbuilding established in 1881 was dependent on foreign engineers to train workers in the company but around 1885 Japanese engineers took over the vocational training activities. In 1892 Sadaichi Sakuma, a managing director of Shuei-sha discussed in the newspaper "Mainichi Shimbun" that for continued growth of industry the development of education for workforce through vocational training and education was indispensable, thus, the role of government in establishing a system of vocational training in Japan would be a key for success of industrialisation, as employers' initiatives would have certain limitations since they were busy in running enterprise.

Onoda Cement instituted in 1900 a one-year night schooling for its employees teaching ethics, Japanese,

Chinese, mathematics, sciences related to cement making and concrete making, and drawing. This company introduced in 1911 off-company education of employees at company's finance. Some of them went abroad for study at universities and for observational studies. In the field of mining, Meiji Mining Company, establish the Akaike Mining School for developing middle-level technical staff due to the shortage of assistants who could support engineers graduated from universities and technical high schools. Supporting technical staff were experience-based self-made staff.

Upon the strong request made by Tokyo Chamber of Commerce a new department for training and education of the employees sent by industries was created within the Tokyo Workers School in 1905. It was for one year course (six hours a day / two days a week) teaching mathematics, drawing and production techniques. For the first course there were 45 students sent by companies such as Ishikawajima Heavy Industry, Shibaura Seisakusho and Tokyo Gas. Tuitions were paid by these companies.

Kawasaki Heavy Industry started in 1907 to send a number of engineers to abroad. From 1912, the company started to finance tuitions for the employees who desired to attend night prep schools which were designated by the company as employee education and training institutions. This system developed into scholarships for employees in 1918. There were numerous examples which illustrated the endeavours by employers for developing modern industrial workers through vocational education and training. These educational and training efforts were made as supplemental nature, in other words, national educational and training schemes were followed by the employers efforts. (With regard to the details of government schemes and efforts, refer to "Human Resource Development Administration", Ministry of Labour, 1985). Teaching staff were made available both from public and private institutions including private industries. Linkage between public and private sectors' endeavours was attained through various reasons.

After the World War II, there were substantial changes in society for the purpose of de-militarisation and democratisation. Three changes were introduced by the Occupational Forces: prohibition of holding company, introduction of labour laws to recognise trade union movement, and land reform. Economic recovery during 1945-47 was maintained at minimal. Newly emerged trade union movement took a peculiar form of organisation, "enterprise-based union" which enabled rapid growth of unionisation and amalgamation of blue and white collar workers. Due to the changes in international situation (increased east-west confrontation), economic renovation and development were promoted since 1949. Vocational training system installation

was initiated by the government and presently prevailing employment practices (lifetime commitment, seniority pay, recruitment of only fresh school leavers, internal promotion, job rotation, etc.) started to take shape in the personnel management.

When Korean War broke out in 1950, investment for industrial production increased sharply and shortage of industrial workers, particularly foremen, supervisors, became acute. MTP and TWI were increasingly introduced accompanied by introduction of SQC. Japan Industrial and Vocational Training Association (NISSANKUN) was established in 1955 in order to enhance training endeavours made at plant and enterprise levels to develop lower and middle management people in production field, by the initiatives of employers and government. Other institutions for productivity and management development were also established in those days. And these efforts contributed to the growth of economy until the first oil crisis of October, 1973.

After the oil crisis emphasis was shifted toward labour management cooperation and heat management related subjects.

According to the survey, Personnel Development within Industry, jointly conducted by NIKKEIREN (Japan Federation of Employers' Associations) and NISSANKUN in 1985, the management problems envisaged by management in relation to personnel development have shifted as follows:

Currently envisaged problems:

- 1st Overall company-wide productivity increase
- 2nd Rationalisation of indirect sector in production
- 3rd Thorough application of market-minded philosophy

Problems will envisage in 5-year after:

- 1st Diversification and restructuring business
- 2nd High-tech product development
- 3rd New product development with company's originality

Programme priority has also shifted as follows:

Programmes for	Previous Survey		Present Survey	
	79	85 (Est)	84	90 (Est)
- Executives	3.2	18.0	8.9	25.3
- Divisional heads	23.4	37.7	25.8	42.8
- Sectional Managers	62.8	59.6	60.7	53.7
- Sub-section chiefs	54.6	35.7	43.5	24.7
- Foremen	51.1	29.7	40.1	21.5
- Specialist staff	9.5	30.9	4.8	28.7
- Engineering staff middle class	17.5	21.4	20.5	25.0
- Marketing engineer middle class	24.4	20.9	22.5	17.8
- Office workers middle class	9.5	7.0	6.8	8.6
- Operational workers middle class	8.5	8.2	6.5	7.0
- General workers*	11.7	9.2	15.4	16.1
- Newly recruited	-	-	31.2	14.8

*it was "operatives" in the previous survey

Unit: Percentage share of numbers of respondent companies in total numbers of respondent companies.

In addition, many of employers reported that they recognised the need for review and improvement of educational and training methods adopted by the companies for those important engineering staff, women workforce and newly recruited employees.

Number of persons in charge of human resources development in enterprises has not increased vigorously. The trend is as follows:

The size of staff in charge of education
and training at the headquarters level

Greatly increased	1.9%
Increased	17.0
Kept constant	54.9
Declined	7.3
Very much declined	1.6

Unit: Percentage share of responding companies in the total number of responses.

As for the money spent for one employee for human resources development by industry, it increased. In 1975 survey it was approximately 10,000 yen per employer at 40 per cent of responding companies, while in 1985 survey more than 40 per cent responding companies were spending 20,000 yen or more.

Another distinctive move is the increase in off-the-job training programmes on top of the traditional on-the-job training.

III. IN THE OFFING

NIKKEIREN produced at the beginning of this year its thirteenth report of the Committee for the Study of Labour Questions. It says regarding new approaches to in-house training:

Industrial and employment structures are changing rapidly due to technological advances, increased services and internationalization. The population is aging, and the academic level of workers is continually rising. All this demands new approaches in terms of in-house training.

To date, in-house training has emphasised more practical goals, the training of a workforce able to put their new skills to immediate use. This approach will still be needed, but education that passes along the drive of corporate expertise is also necessary. Enterprises have an increasing need for personnel who can incorporate political, economic and social trends into their thinking.

The second approach is continuing education. Times are changing swiftly, and people today must acquire new knowledge and skills throughout their lifetimes. In particular, the ability of older workers to adapt is a question that must be addressed both for the sake of the people concerned and of the enterprises involved.

To that end, enterprises should establish a training system that continues into their employees' middle and later years, and that provides opportunities for education throughout their working lives. At the same time, so that training may be effective, people need to be motivated to improve themselves. Specifically, industry and academia should develop joint approaches, universities should offer continuing education courses, and education facilities at the community level should be improved.